

UNIT 4

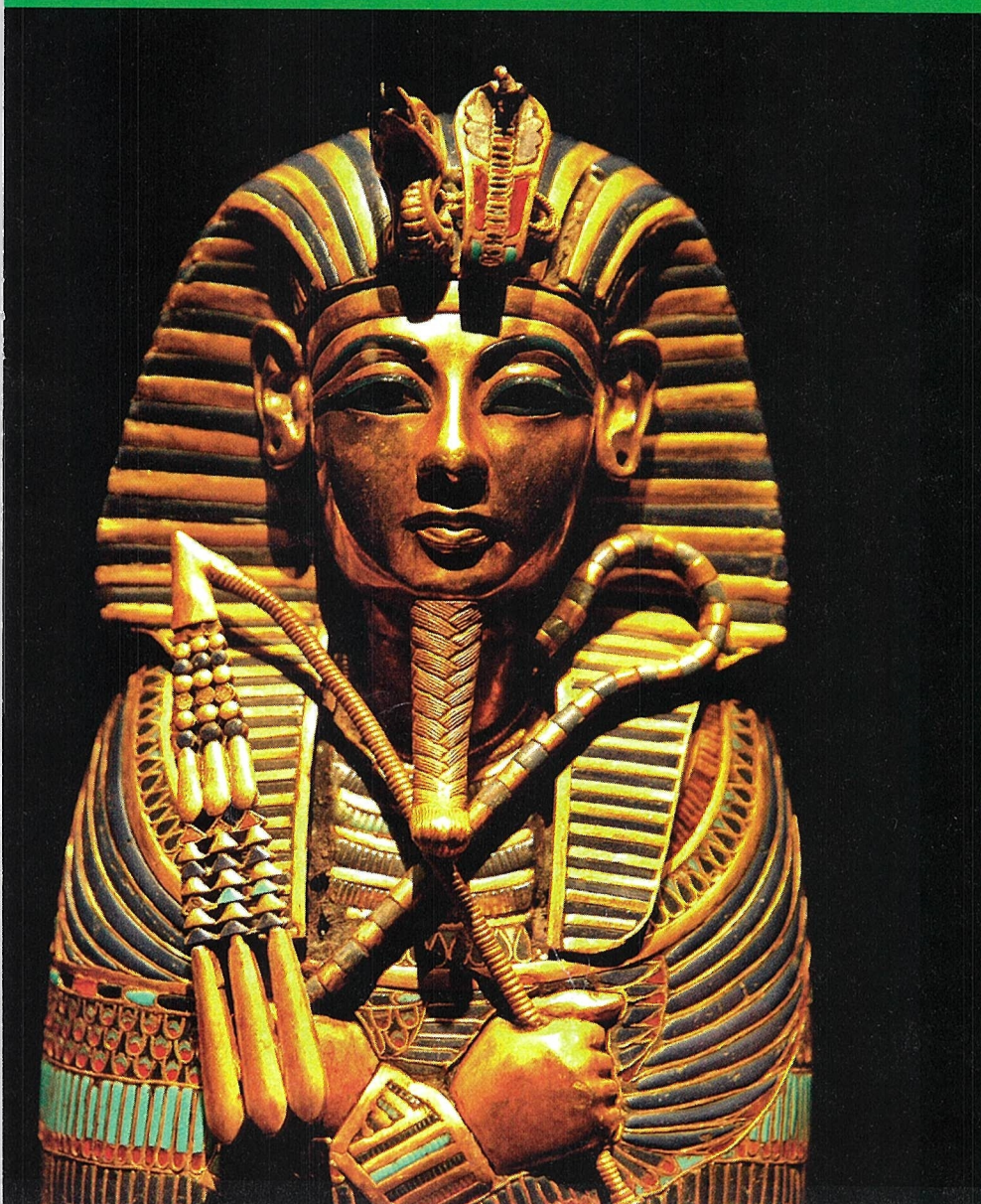
Tales from the Past



Stream to Start

“How will we know it's us without our past?”

— John Steinbeck



Performance Task Preview

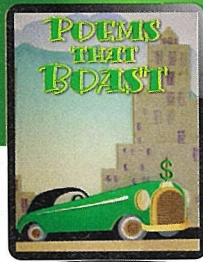
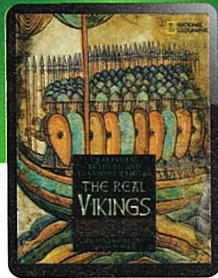
At the end of this unit, you will think about the texts that you have read. Then you will write an informational essay that explains how people collect and interpret evidence about ancient civilizations.



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Lesson

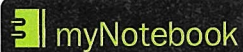
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LANGUAGE DETECTIVE

Talk About the Writer's Words

A verb's tense tells if something happened in the past, is happening now, or will happen in the future. Work with a partner. Find the Vocabulary words that are verbs and read the sentences. Then say the sentence again with the verb in a different tense.



Add new words to **myWordList**. Use them in your speaking and writing.

Vocabulary in Context

1 **ruthless**

During raids, Vikings acted in a **ruthless** fashion. At other times, they were peaceful.



2 **unearthed**

Remains of Viking settlements have been **unearthed** or dug up, in Greenland.



3 **ancestral**

The descendants of this lord lived on **ancestral** land that he had owned long ago.



4 **forge**

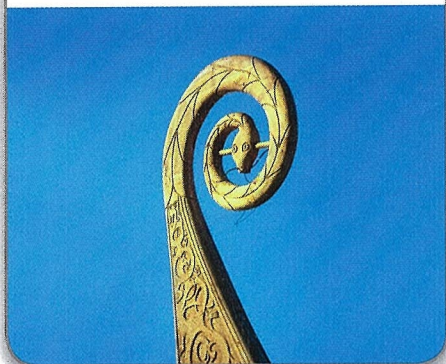
Viking friends worked to **forge**, or build, a strong bond by helping each other.



- ▶ Study each **Context Card**.
- ▶ Make up a new context sentence that uses two Vocabulary words.

5 embodied

The snake heads on Viking ships **embodied**, or gave form to, the Vikings warrior spirit.



6 artistry

Early books had decorated pages that showed the **artistry** of the illustrator.



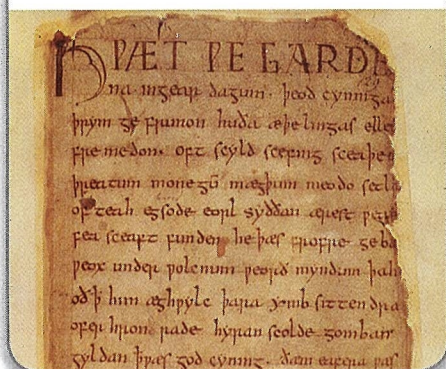
7 recreational

This chess piece shows that Vikings found **recreational** activities relaxing.



8 saga

The poem *Beowulf* tells the **saga** of a hero. It is a tale of his great deeds.



9 majestic

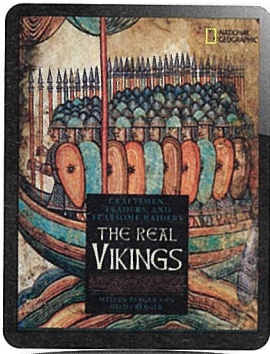
The mountains of former Viking lands are a **majestic**, or impressive, sight.



10 destiny

This stone shows Valhalla, a paradise where Vikings saw their **destiny**, or future.

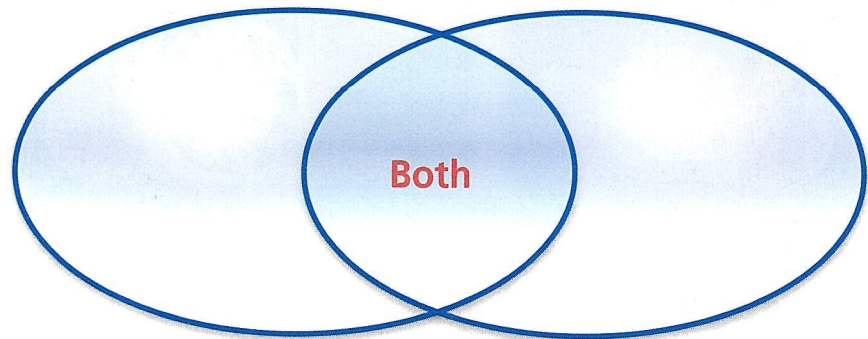




Read and Comprehend

TARGET SKILL

Compare and Contrast Some informational texts **compare** and **contrast** two or more things. As you read “The Real Vikings,” notice how the author has organized information to show how categories of people, settings, and objects are alike and different. Look for clue words and other text evidence that signal comparisons, such as both and most. Also look for words that signal contrasts, such as instead and although. Use a graphic organizer like the one below to help you compare and contrast people, settings, and other details in the selection.



TARGET STRATEGY

Summarize As you read “The Real Vikings,” **summarize** the text, or briefly retell it in your own words.

PREVIEW THE TOPIC

Fact and Legend

Long ago, people did not write about important events or about heroic actions. Instead, people memorized stories and repeated them orally. As these stories were passed down from generation to generation, each storyteller told a different version. Some of the facts and other details changed. Over time, some of the oral stories grew to become legends.

When you read a legend, it is important to consider what is true in it and what is fiction. In “The Real Vikings,” you’ll learn about a legendary people—the Vikings from Scandinavia—and about their true culture.

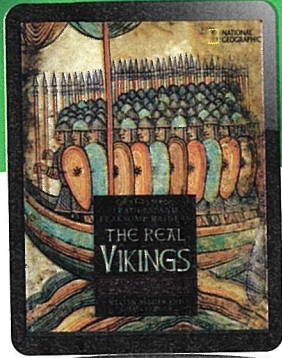


Talk About It

Think about a legend that you know. Does it have a basis in fact? Write your ideas, then share them with a classmate. Remember to listen carefully and to take turns speaking.

Lesson 16

ANCHOR TEXT



GENRE

Informational text gives facts and information about a topic. As you read, look for:

- ▶ headings that begin sections of related information
- ▶ photographs and captions
- ▶ the way in which ideas are organized

MEET THE AUTHORS

Melvin Berger and Gilda Berger

As a husband-and-wife author team, Melvin Berger and Gilda Berger have written more than sixty books, including another title about early history: *Mummies of the Pharaohs: Exploring the Valley of the Kings*. They began collaborating fifty years ago, but their careers have included teaching special education (Gilda) and playing viola for the New Orleans Philharmonic (Melvin). The Bergers live and write near the ocean in East Hampton, Long Island.



THE REAL VIKINGS

Craftsmen, Traders, and
Fearsome Raiders

by Melvin Berger and
Gilda Berger

ESSENTIAL QUESTION

How can learning
about history help
people today?

The Vikings often sailed their majestic longships from Scandinavia and swarmed ashore to rob their neighbors—including the monks of Lindisfarne, England, in 793 c.e. Raiding, however, does not tell the whole story of the Vikings.

Who Were the Vikings?

From the Lindisfarne attack and the many other attacks that followed arose the popular—though now disputed—belief that all Vikings were cruel, ruthless pirates and murderers.

Archaeologists have recently uncovered many remains from the Viking Age, the period from around 800 to 1100, that give a more balanced view of Viking life than previously held. As experts dig in the places where Vikings lived, they are finding many everyday objects preserved in the soil. These include coins and silver jewelry, carved animal bones, furniture, clothing, boots, and weapons. Archaeologists are also uncovering the foundations of buildings and the remains of large ships.

From studies of these finds, scholars have learned that the majority of Viking Age Scandinavians did not go out raiding. Instead, most of them stayed home, where they farmed, raised cattle, and hunted and fished. Some built ships. Viking craftsmen produced a variety of goods in their workshops. Viking merchants traveled widely, trading these goods for materials from other lands.

Egil (AY gihl) Skallagrimsson, the hero of Egil's Saga, embodied both sides of the Viking character. According to the saga, he was tough and cruel, but at the same time he won fame as a merchant, farmer, and great poet.





A dig in what is now Dublin, Ireland, revealed the wooden planks of a Viking road and the remains of houses and shops.

Evidence from Viking graves tells us about everyday life. Some men and women were buried with their most valuable possessions and occasionally with their horses and dogs. Some people were buried in fine wooden ships or within enclosures of stones arranged in boat shapes. The ship settings suggest that the Vikings thought that death was followed by a voyage to the next world.

Clues to Viking life and beliefs also come from their **ancestral** histories and heroic legends, which families once passed on by word of mouth. On long, dark, cold winter evenings in Viking lands, family elders repeated these stories, sometimes known as sagas, again and again. Later, long after the end of the Viking Age, scribes wrote down the sagas. Among the most famous tales are *Egil's Saga*, *Erik the Red's Saga*, and *The Greenlanders' Saga*, all of which people still enjoy reading.

The few written records left by the Vikings consist of inscriptions on gravestones, road markers, weapons, and jewelry. The Vikings wrote in letters called runes, which also served as magic symbols. The 16 letters of the runic alphabet were angular in shape, which made them easy to carve into hard surfaces, such as stone or metal. Although many runic stones were memorials to dead relatives, other inscriptions marked property boundaries, noted important events, or offered thanks to a god.

From archaeological excavations, sagas, runes, and the writings of their enemies and victims, we've learned much about the Vikings, a people who triumphed over the cold and isolation of their homelands to **forge** a distinctive culture and **destiny**.

At Home in Scandinavia

Hedeby, a large, important town in Viking times, is the most thoroughly explored of all Viking sites. From remains that archaeologists have uncovered there, we have a fairly good idea of what a Viking town looked like and of how ordinary people lived there.

Both a fort and a trading center, Hedeby is located at the southeast corner of Denmark, facing the Baltic Sea. In Viking times, a high wall of earth surrounded the town. In some places the wall was 40 feet tall—the height of a four-story building. People had to walk through tunnels in the wall to get in or out of Hedeby. A small brook ran through the center of the town, providing the residents with water for drinking and washing.

Hedeby had at least two main streets, both paved with planks of wood. Most houses were built of wattle and daub—flexible willow branches threaded in and out of posts and covered with mud and cow dung. Wealthy people lived in wooden houses built from tree trunks, which were split lengthwise and placed upright in the ground to form a continuous wall. Other houses were made with wooden planks placed horizontally. Covering the houses were roofs of reed thatching or sod—thick, matted grass growing in a thin layer of earth. Behind each house was an outhouse, a well, a cesspool, and a pit for garbage.



Reconstructions of ninth-century buildings, these houses are found in Hedeby, Denmark, once the largest Viking town. A busy trading center, Hedeby had a population of about 1,000 to 1,500 people in Viking times. A bird's-eye view of Hedeby shows the many houses crowded together, the farms on the outskirts of town, and the sea.



Perched amid metalworking tools, a delicate animal ornament reflects the **artistry** of a Viking jeweler. Viking craftsmen used molds, such as the dragon's head mold at left, to produce a variety of metal objects.



Rich merchants and craftsmen in Hedeby lived in large wooden houses that measured about 16 by 40 feet. The living room had a central fireplace with a cooking pot hanging over the hearth. The fireplace provided both heat and light. A small hole in the roof let the smoke out. Low earth platforms, built up on both sides of the fireplace, served as benches for sitting and sleeping.

The houses had no windows. Light came from the fireplace or from lamps, which were small iron or soapstone bowls holding wicks, probably made of plant fibers, for burning oil. Still, it must have been dark indoors—as well as smelly and smoky—so many tasks were probably done outside.

The wattle-and-daub huts of the poorer people of Hedeby were about 9 by 12 feet. They had a fireplace in one corner and earthen benches along the walls.

From objects found at Hedeby, it appears that many of the townspeople worked as merchants and craftsmen. Some of the craftsmen made jewelry. Others were expert glassblowers, who produced everything from glass beads for necklaces to drinking cups. Some craftsmen carved objects of horn or bone. Still others made their living weaving and sewing cloth.

Archaeologists have found two important tools that Viking craftsmen used to make marvelous objects from metal: the crucible and the mold. The crucible, a pot of hard-fired clay, allowed workers to melt metal at very high temperatures before shaping it. Molds, also made of clay, made it possible to easily produce a great many objects, from pots to rings to battle-axes to statues.

ANALYZE THE TEXT

Compare and Contrast Use information on these pages to compare and contrast the houses of the poorer and the wealthier people in Hedeby.



Viking merchants brought fine goods from Germany, France, England, Constantinople, and Persia to trade in Hedeby. Indeed, people from all over Scandinavia visited the town's bustling market to buy jewelry, silk, lace, and other luxuries. Slaves captured on raids were also traded at Hedeby.

While some Vikings lived in towns such as Hedeby, most people were farmers in the countryside. A typical farm contained the family house, stables and barns for the farm animals, a workshop to make metal tools, and small huts for slaves. Farms on the coast usually had a shed to hold the farmer's boat during the winter months.

Farmers raised mainly corn, peas, cabbage, barley, and oats. They kept cattle both for meat and for milk. The farmers' wives churned the milk into butter or made cheese, which they kept in cold storerooms, using the winter snow as a kind of deep freeze. They also pickled and smoked meat and stored dried peas and beans. Without these preserved foods, the people would have had nothing to eat during the winter.

Every member of a farm family shared in the work. Men worked in the fields, hunted and fished, and looked after the livestock. Women preserved and cooked the food, cared for the children and the sick, spun and wove wool, and sewed, embroidered, and washed clothes. They ran the farm while their husbands and sons were away fishing or on trading or raiding voyages—sometimes for months or years at a time. Children helped their parents around the house and farm. Even the youngest ones contributed by feeding the animals or gathering firewood.

Viking family groups were large. A man and his wife, their children—including older sons with their wives and children—and the grandparents all lived together on the family farm. When a daughter married, she usually left home to join her husband's family.

Vikings ate two main meals a day. The women served the first meal at about eight or nine o'clock in the morning, which was after the farmers had already worked in the fields for about two hours. The other meal, which they ate at about seven or eight o'clock in the evening, marked the end of the day's work.

At dinner, members of the family sat around the table, sometimes on the same benches they slept on at night. They ate off rectangular



In this scene of a Viking home, a woman stirs a cooking pot over a hearth. The fire provides both heat and light. The hole in the roof allows smoke to escape and serves as another source of light for the windowless house.

wooden platters or from soapstone bowls, using only spoons and knives, which they carried in their belts. Forks were a later invention.

In good times, Viking families supped on soups and stews of beef or mutton or on fish from the sea. Women roasted meat on huge spits over the hearth and cooked vegetables in big iron cauldrons. They baked bread in stone ovens or on long-handled flat metal griddles placed on the ashes of the fire.

When not working, Vikings played games such as chess and went swimming and skiing. A board game called *merils*, which is similar to checkers, has been found in Viking graves. Other recreational activities included fencing, running, and wrestling, as well as training falcons to hunt wild birds and animals.

Winter sports included racing on snowshoes and ice-skating. Skates were made of sharpened animal bones attached to shoes with leather straps. Skaters used long, sharpened poles to push themselves on the ice. In warmer weather, ball games were popular.


ANALYZE THE TEXT

Main Ideas and Details What is the main idea of this selection? What details do the authors give to convey the main idea?

The Vikings were fond of music. They celebrated victories and festivals in song, which might be accompanied by harps or lyres. From findings at various archaeological sites, we know that the Vikings also had simple wind instruments. Pipes unearthed in Sweden were made of hollowed-out animal bones, with holes drilled along the length to produce the different tones.



Carved from walrus tusks, these ivory chess pieces date back to 12th-century Norway.



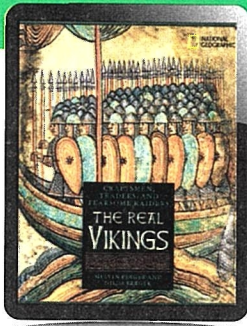
If a girl wanted to marry into a good family, she had to be able to sing and play an instrument. Boys also had to be musical, but they needed to master other skills as well, especially the use of weapons. One young Viking man boasted:

“There are nine skills known to me—
At the chessboard I am skillful,
Runic writing I know well,
Books I like; with tools am handy,
Good with snowshoes,
Rowing, and shooting,
And expert with harp and verse.”

Life was hard in Viking times—but there was obviously still time to relax and have fun.

ANALYZE THE TEXT

Author's Purpose What is the authors' perspective on the Vikings? How do the authors communicate this in the text?



Dig Deeper

Use Clues to Analyze the Text

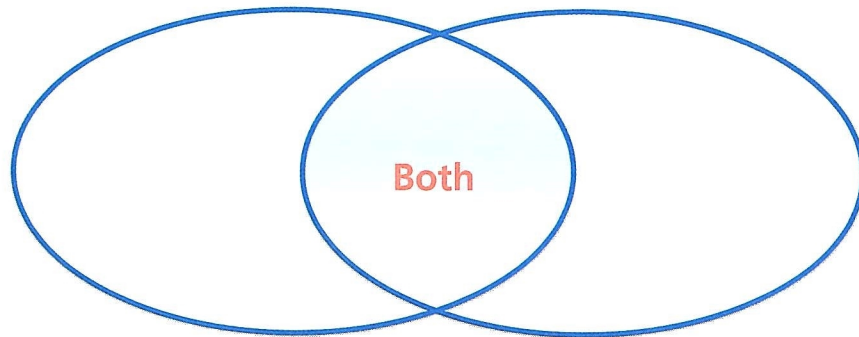
Use these pages to learn about Comparing and Contrasting, Author's Purpose, and Main Ideas and Details. Then read "The Real Vikings" again to apply what you learned.

Compare and Contrast

Authors of informational texts organize their writing in different ways. One way of organizing information is to provide details that tell how things are alike and different.

When you **compare**, you determine the ways in which two or more things are alike. When you **contrast**, you determine how two or more things are different. Look for clue words in the text that may signal comparisons and contrasts.

Look back at pages 471–473 of "The Real Vikings," where the authors describe how Viking townspeople and Viking farmers lived. Use the text evidence on these pages to compare and contrast how townspeople and farmers spent their time.



Author's Purpose

Every author has a reason, or **purpose**, for writing. The author may want to entertain, to provide information, or to persuade the reader to believe something. Authors' opinions and beliefs about a subject are expressed through their **point of view**. Authors may use words and phrases that express their point of view about a topic without stating it directly.



Main Ideas and Details

The **main idea** of a text is the central point the author is trying to convey about the topic or subject. The main idea of a text is always supported by **details**. Authors may state main ideas directly, but many times readers must use text evidence and make inferences to determine the main idea.

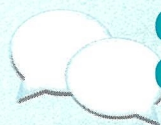


Your Turn

RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question: How can learning about history help people today? Develop your answer by asking questions and responding to your partner's questions using text evidence.



Classroom Conversation

Continue your discussion of "The Real Vikings" by explaining your answers to these questions:

- 1 How have archaeologists provided us with a more balanced view of the Vikings of Scandinavia?
- 2 How do the facts provided by the authors affect your own beliefs about Vikings?
- 3 Viking families were large. What were some advantages of having a large family? What might have been some disadvantages?

WHAT'S THE CLAIM?

Analyze the Argument At the beginning of "The Real Vikings," the authors claim that the common belief that "all Vikings were cruel, ruthless pirates and murderers" is not true. Work with others to analyze the authors' claim. Discuss whether you agree or disagree with it. Support your opinion about the Vikings with evidence from the text.

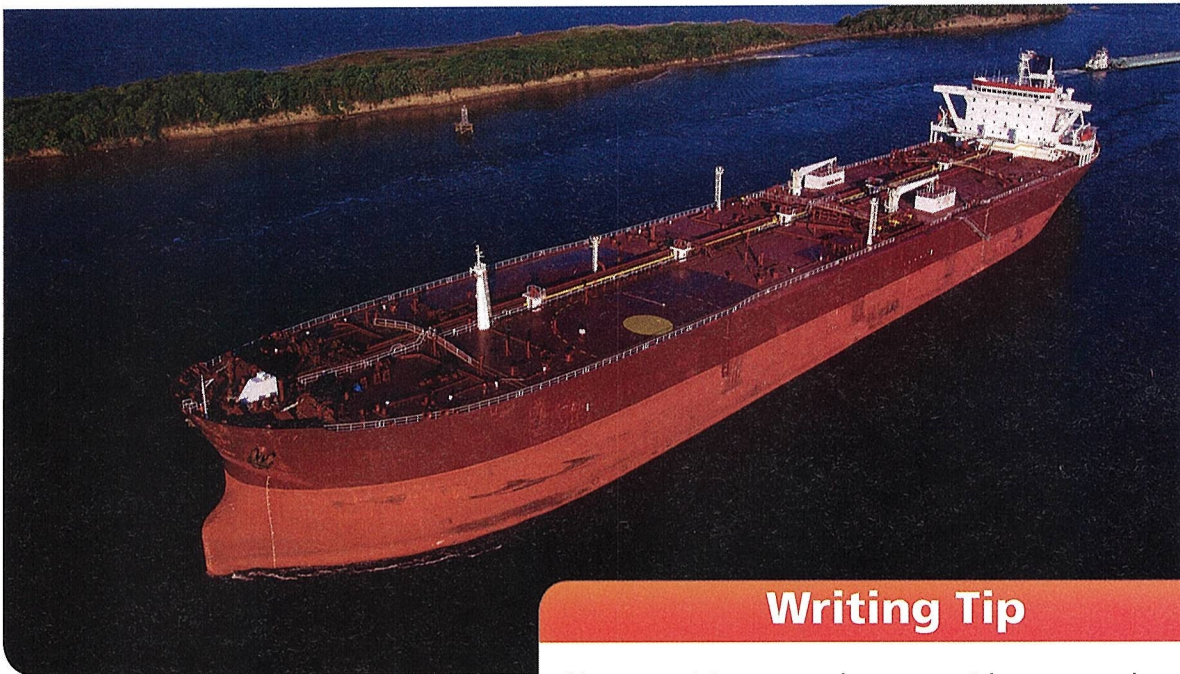


Performance Task

WRITE ABOUT READING



Response In their daily lives, Vikings were sailors, storytellers, craftsmen, and farmers. Choose one aspect from the Vikings' daily lives that is the same in the lives of people today. Then choose an aspect of their daily lives that is different in people's lives today. Write one paragraph to explain the similarities and another paragraph to explain the differences. Use facts and other details from the selection as text evidence to support your comparisons.



Writing Tip

Use transitions to relate your ideas to each other. Words and phrases such as *because*, *specifically*, and *as a result* can help show how your reasons support your opinions.

Lesson 16

POETRY



✓ GENRE

Poetry uses the sound and rhythm of words to show images and express feelings in a variety of forms.

✓ TEXT FOCUS

Imagery Poetry often creates a vivid description by using exact words that appeal to the senses.

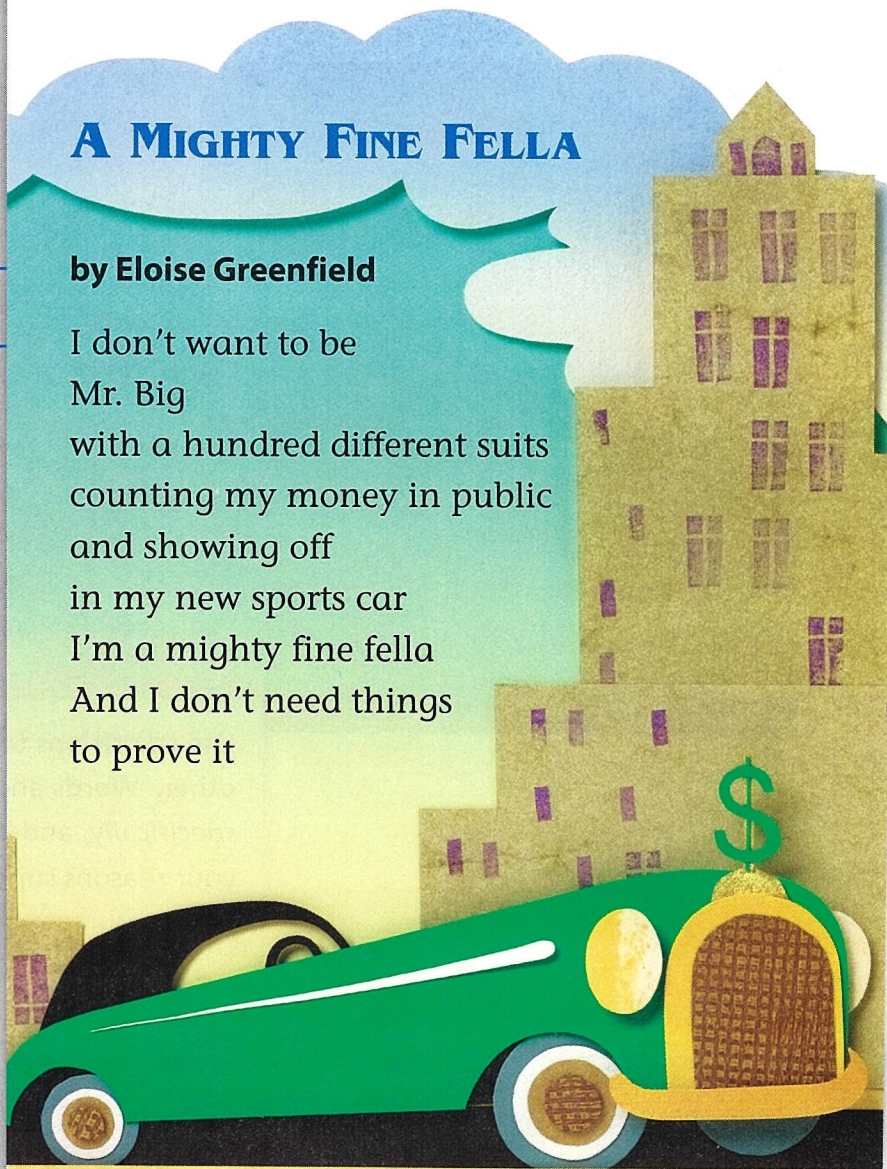
POEMS THAT BOAST

The poet at the end of “The Real Vikings” doesn’t brag that he is a ruthless raider. Instead, he boasts about his artistry with words and how well he plays chess. These poems also boast. “A Mighty Fine Fella” and “Super Samson Simpson” embody the idea of bigness in their majestic images. In “A Song of Greatness,” the narrator honors the sagas of her ancestral heritage. She is confident about her destiny.

A MIGHTY FINE FELLA

by Eloise Greenfield

I don’t want to be
Mr. Big
with a hundred different suits
counting my money in public
and showing off
in my new sports car
I’m a mighty fine fella
And I don’t need things
to prove it



SUPER SAMSON SIMPSON

by Jack Prelutsky

I am Super Samson Simpson,
I'm superlatively strong,
I like to carry elephants,
I do it all day long,
I pick up half a dozen
and hoist them in the air,
it's really somewhat simple,
for I have strength to spare.

My muscles are enormous,
they bulge from top to toe,
and when I carry elephants,
they ripple to and fro,
but I am not the strongest
in the Simpson family,
for when I carry elephants,
my grandma carries me.



A SONG OF GREATNESS CHIPPEWA TRADITIONAL

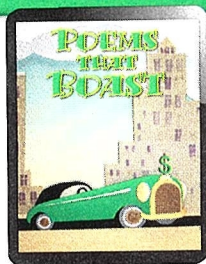
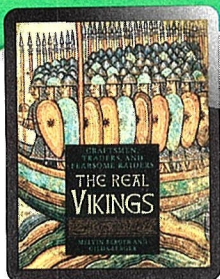
by Mary Austin

When I hear the old men
Telling of heroes,
Telling of great deeds
Of ancient days,
When I hear that telling
Then I think within me
I too am one of these.

When I hear the people
Praising great ones,
Then I know that I too
Shall be esteemed,
I too when my time comes
Shall do mightily.

POEM OF CELEBRATION

Use a poem in this selection as a model to help you write a poem. Think about your talents. Once you have brainstormed your special skills, write about them in a poem that celebrates you! Include imagery in your poem.



Compare Texts

TEXT TO TEXT

Compare Topics With a partner, talk about “The Real Vikings” and “Poems That Boast.” Discuss how the informational text “The Real Vikings” and the poetry in “Poems That Boast” present the idea of greatness, and what the texts have to say about pride and accomplishments. Use evidence from the texts to support your ideas.



TEXT TO SELF

Write a Description Archaeologists use objects as clues to the Vikings’ daily life. Imagine that two of your possessions are dug up a thousand years from now. Write a description an archaeologist might write for each object, explaining its use.



TEXT TO WORLD

Discuss Viking Culture Most young people in the Viking culture lived on farms. Think about how a typical young person would spend his or her day. What might young people in modern times enjoy most about the Viking way of life? What might they find to be most difficult? Use text evidence to support your ideas. Share your thoughts with a partner.



Grammar

What Are the Four Principal Parts of Verbs? Every verb has four basic forms called **principal parts**. You use the principal parts to form all verb tenses. You use some of these principal parts in other ways, too. For example, you can use the **present participle** and **past participle** forms of verbs as describing words. The chart below shows the four principal parts of some regular and some irregular verbs.

Principal Parts of Regular Verbs			
Present	Present Participle	Past	Past Participle
learn	(is) learning	learned	(has) learned
stay	(is) staying	stayed	(has) stayed
raise	(is) raising	raised	(has) raised

Principal Parts of Irregular Verbs			
Present	Present Participle	Past	Past Participle
dig	(is) digging	dug	(has) dug
come	(is) coming	came	(has) come
know	(is) knowing	knew	(has) known

Try This!

Copy the chart below onto another sheet of paper. Fill in the missing principal parts.

	Present	Present Participle	Past	Past Participle
1	uncover	(is) _____	<u>uncovered</u>	(has) _____
2	run	(is) <u>running</u>	_____	(has) _____
3	build	(is) _____	_____	(has) <u>built</u>
4	carve	(is) <u>carving</u>	_____	(has) _____

Present participles and past participles can be used to describe nouns. To vary your sentence patterns, you can sometimes combine two sentences into one by using a participle to describe a noun.

Two Sentences



Remains have been uncovered in the town of Hedeby.



They give us a good idea of what ancient Viking towns were like.

Sentences Combined by Using a Participle



Uncovered remains in the town of Hedeby give us a good idea of what ancient Viking towns were like.

Connect Grammar to Writing

As you revise your compare-contrast essay, look for ways to add a variety of sentence patterns. Try to combine some sentences by using participles to modify nouns.

- ▶ Writing Informative Texts: Organize Your Information
- ▶ Writing Informative Texts: Introduction



Informative Writing

✓ Elaboration In a **compare-contrast essay**, writers explain how two or more things are alike and how they are different. As you revise your compare-contrast essay, add facts and examples that show similarities and differences. Be sure to correct any errors in standard English, such as the use of slang.

Whitney drafted a compare-contrast essay about Viking men and women and their farm jobs. She included facts, examples, and other details. Later, she added more facts and some precise words to show similarities and differences. She also corrected her use of slang.

Writing Checklist

- ✓ Elaboration**
Did I use precise details and facts to support my ideas?
- ✓ Evidence**
Did I use facts and examples from the text to develop my essay?
- ✓ Organization**
Does my organization follow the structure of a compare-contrast essay?
- ✓ Purpose**
Is my writing clear and informative?
- ✓ Conventions**
Did I use correct standard English?
Did I use correct spelling, grammar, and punctuation

Revised Draft

Viking men spent their days harvesting fields of many different crops as well as ~~doing~~ *hunting and cool stuff like* fishing. They also tended to the livestock, which included cattle. They raised *¶ On the other hand,* the cattle for meat and for milk. *^* Viking women spent their days storing dried peas and beans, *churning* preserving meats, *^* ~~making~~ butter, and making *In addition to these chores,* cheese. *^* women cooked two meals a day. They *and made clothes for the family.* also took care of the children *^*

Men's Work, Women's Work

by Whitney Viers

Most Vikings lived on farms, and men and women alike worked to provide food and clothing for their families. Their jobs were similar in that both men and women performed chores that required physical strength and endurance. Both men and women were busy from dawn until dusk. However, the particular jobs that men and women did were very different.

Viking men spent their days harvesting fields of many different crops as well as hunting and fishing. They also tended to the livestock, which included cattle. They raised the cattle for meat and for milk.

On the other hand, Viking women spent their days storing dried peas and beans, preserving meats, churning butter, and making cheese. In addition to these chores, women cooked two meals a day. They also took care of the children and made clothes for the family.

Both Viking men and women were able to support their families by doing different jobs. Together they kept their families fed and clothed, especially during the harsh winter months.

Reading as a Writer

What facts did Whitney add to show the differences between men's work and women's work? What words did she use to signal similarities and differences?

In my final paper, I added facts and examples to make the similarities and differences clearer. I also made sure I replaced any slang with standard English words.

